

BAPTISTWAY

# Bible Study for Texas



TEACHING  
GUIDE

## God's Message in the Old Testament

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*Bible Study for Texas*  
God's Message in the Old Testament—Teaching Guide

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## How to Make the Best Use of This Teaching Guide

Leading a class in studying the Bible is a sacred trust. This teaching guide has been prepared to help you as you give your best to this important task.

Notice the format of each set of teaching suggestions. You'll find first a "Teaching Plan." The suggestions in this plan are intended to be practical, helpful, and immediately useful as you prepare to teach. The major headings in the "Teaching Plan" are intended to help you sequence how you teach so as to follow the flow of how people tend to learn. The first major heading, "Connect with Life," provides ideas that will help you begin the class session where your class is and draw your class into the study. The second major heading, "Guide the Study," offers suggestions for helping your class engage the Scriptures actively and develop a greater understanding of this portion of the Bible's message. The third major heading, "Encourage Application," is meant to help participants focus on how to respond with their lives to this message.

In addition to a "Teaching Plan," you'll also find "Additional Teaching Ideas." These ideas may be used as substitutes for or supplements to one or more of the teaching ideas in "Teaching Plan."

As you and your class begin the study, take time to lead them in writing the date on which each lesson will be studied on the first page of each lesson and/or on the contents page of *God's Message in the Old Testament*, the Bible study guide. *Note:* In the first quarter of use of this issue of *Bible Study for Texas*, the fourth Sunday of the study is the Sunday before Christmas. Therefore, a lesson from Isaiah with a Christmas theme is included, and your class has the opportunity to decide whether to study that lesson. If your class uses the Christmas lesson, you may need to decide whether to combine two Old Testament lessons, omit an Old Testament lesson, or study the missed Old Testament lesson at a special class meeting.

Here are ten steps you can take to help you prepare well to teach each lesson and save time in doing so:

1. Start early in the week before your class meets.
2. Overview the study in the study guide for *God's Message in the Old Testament*. Look at the table of contents, read the study introduction, and read the unit introduction for the lesson you are about to

- study. Try to see how each lesson relates to the unit and overall study of which it is a part.
3. Consider carefully the suggested main focus, question to explore, and teaching aim. These can help you discover the main thrust of this particular lesson.
  4. Use your Bible to read and consider prayerfully the Scripture passages for the lesson. (Each writer has chosen a favorite translation for each unit. You're free to use the Bible translation you prefer and compare it with the translation chosen, of course.)
  5. After reading all the Scripture passages in your Bible, then read the Bible comments in the study guide for *God's Message in the Old Testament*. The Bible comments are intended to be an aid to your study of the Bible. Read also the small articles—"sidebars"—in each lesson. They are intended to provide additional, enrichment information and inspiration and to encourage thought and application.
  6. Try to answer for yourself the questions included in each lesson. They're intended to encourage further thought and application, and you can also use them in the class session itself.
  7. Review "Teaching Plan" and "Additional Teaching Ideas" in this *Teaching Guide*. Consider how these suggestions would help you teach this Bible passage in your class to accomplish the teaching aim.
  8. Consider prayerfully the needs of your class and how to teach so you can help your class learn best.
  9. Develop and follow a lesson plan based on the suggestions in this *Teaching Guide*, with alterations as needed for your class.
  10. Enjoy leading your class in discovering the meaning of the Scripture passages and in applying these passages to their lives.

In addition, you may want to get the enrichment teaching help that is provided in both the printed and Internet editions of the *Baptist Standard*. Call 214-630-4571 to begin your subscription to the *Baptist Standard*. Access the Internet information by checking the *Baptist Standard* website at <http://www.baptiststandard.com> or the *Bible Study for Texas* website at [http://www.bgct.org/sunday\\_school/bstmain.htm](http://www.bgct.org/sunday_school/bstmain.htm). (Other class participants may find this information helpful, too.)

# God's Message in the Old Testament

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## UNIT 1

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### **God's Message in the Law**

#### **Date of Study**

LESSON 1	_____	<i>How Life Goes Wrong</i> Genesis 3:1–13	7
LESSON 2	_____	<i>God's Call to Faithful Living</i> Genesis 12:1–9	12
LESSON 3	_____	<i>Never Forget That God Delivers</i> Exodus 14:21—15:2,20–21	16
CHRISTMAS	_____	<i>A Child Is Born!</i> Isaiah 9:2–7; Luke 2:8–14	21
LESSON 4	_____	<i>Obey God and Share Your Faith</i> Deuteronomy 6:1–12,20–25	27

## UNIT 2

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### **God's Message in the Former Prophets**

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LESSON 6	_____	<i>God's Sure Promise</i> 2 Samuel 7:1–17	37
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***God's Message in the Latter Prophets***

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***God's Message in the Writings***

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## Focal Text

Genesis 3:1–13

## Background

Genesis 3

## Main Focus

Life goes wrong for people when they yield to the temptation to go a different way from God's way.

## Question to Explore

How did God's good creation—and people's lives—get so messed up?

## Teaching Aim

To lead participants to describe how life ultimately goes wrong for every person

## UNIT



God's Message  
in the Law

## Lesson One

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# How Life Goes Wrong

## Teaching Plan

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### Connect with Life

1. Prepare a handout and distribute one to each participant, or list the names of the Bible characters below on a poster or marker board. Ask participants to work with one or two other people to rearrange the list in the order of when the Bible characters lived, starting with the earliest.
  - a. Moses \_\_\_\_\_
  - b. David \_\_\_\_\_
  - c. Solomon \_\_\_\_\_
  - d. Abraham \_\_\_\_\_
  - e. Jeremiah \_\_\_\_\_
  - f. Eve \_\_\_\_\_
  - g. Isaiah \_\_\_\_\_
  - h. Joshua \_\_\_\_\_

(Correct answers: f, d, a, h, b, c, g, e,)

2. Ask participants to look at the material on pages 7–10 in the study guide to get an overview of the study for this quarter. Explain that some people know the Bible stories, but they have difficulty connecting the people, times, and places, especially in

the Old Testament. Help the learners understand that this study is a survey of the Old Testament, and the approach is to concentrate on selected passages from major portions of the Old Testament. Use the unit introduction on pages 11–12 of the study guide to enhance your comments. If these lessons are being studied in December, allow the class to help make a decision concerning the special Christmas lesson provided. Ask everyone to mark the date for each lesson.

3. Ask two or three members who have been enlisted in advance to report briefly on newspaper illustrations of people who have messed up their lives. Clip these illustrations from the newspapers of the previous week, but be careful to include only people no one in the class knows personally. Remind the class that God created Adam and Eve to live in a perfect setting, but they disobeyed God just like everyone else has done.

### Guide the Study

4. Review for the class the following lesson outline you have written on a poster or marker board:

Our lives go wrong when we wander away from:  
God's Proclamation (Genesis 3:1–5)  
God's Purpose (3:6–7)  
God's Presence (3:8–10)  
Our God-given Responsibility (3:11–13)

5. As Genesis 3:1–5 is being read, ask one-third of the class to discover characteristics of the serpent, another third to listen for Eve's report of God's instructions, and another third to find the serpent's reply to Eve. Allow members to share their findings. Lead a brief discussion about the serpent. (See Revelation 12:9; 20:2.) Ask participants to use their Bibles to compare God's instructions to Adam concerning eating from the tree of the knowledge of good and evil (Gen. 2:17) and Eve's report in Genesis 3:3. Ask members to share their ideas of why God placed the tree of knowledge in the garden.

Refer to Genesis 3:22 to find another tree from which God did not allow Adam and Eve to eat.

6. Ask members to read Genesis 3:6–7 silently and to look for three reasons Eve decided to eat the fruit of the tree. List the reasons on the marker board as members respond. Continue to explore the passage by asking members to respond to the following questions:
  - What are possible reasons Adam ate the fruit?
  - What are some implications of this statement: “Then the eyes of both of them were opened, and they realized they were naked” (Gen. 3:7)? See Genesis 2:25.
  - Why did Adam and Eve feel like covering themselves?
7. Point to the lesson outline (see step 4), and call attention to the idea of wandering from God’s presence. Ask participants to listen to Genesis 3:8–10 to see how and why Adam and Eve attempted to get away from God. Read the passage aloud or ask a good reader to do so. Following responses, lecture briefly on the following three ideas about sin given in the Bible comments in the study guide on Genesis 3:8–10:
  - (1) Sin separates people from God.
  - (2) God takes the initiative to seek the lost.
  - (3) Sin brings fear into people’s lives.
8. Use “whodunit” to explore Genesis 3:11–13. Ask members to read the passage and to find how Adam and Eve tried to escape personal responsibility for their actions. Ask the same listening groups formed in step 5 to listen for personal consequences of sin as you read Genesis 3:14–20. The groups will be designated as serpent, Eve, and Adam. After brief reports, ask members to read Genesis 3:21–24 to find elements of God’s grace to sinners.

### Encourage Application

9. Ask members to discuss the consequences of the sin of Adam and Eve to future generations. Ask members whether they feel they are guilty of sin because of what Adam and Eve did or because what they have done.

10. Prepare a handout for each person with the following information:

**For Your Eyes Only**

1. I recently disobeyed God when I . . . .
2. I disobeyed God because . . . .
3. I knew my disobedience was wrong because . . . .
4. After I sinned I felt . . . .
5. I dealt with my sin by . . . .

After a few minutes, ask participants to volunteer to share what they wrote on numbers 2 through 5, but not number 1. Allow members to share as much as time is available. Responses to number 5 probably will include Bible study, prayer, accountability, forgiveness, and restoration. Ask members to look at the questions in the lesson commentary. Encourage them to reflect on these questions during the following week. Conclude the session with a brief reminder that a priority emphasis of Texas Baptists is to share the gospel of Jesus Christ with the people of Texas, the nation, and the world. Sin affects everyone and everyone needs to hear and respond to the gospel.

## Additional Teaching Ideas

**Connect with Life:** *Collage.* Bring several newspapers and magazines, and have poster-making materials available. Include poster boards, scissors, paste, felt tip markers, etc. As members arrive, ask them to work in groups of five or six to prepare a collage depicting the ways people mess up their lives. The members should search the newspapers and magazines for news stories, headlines, and pictures. Then paste these items on the poster boards. After a few minutes, ask groups to display their work and comment briefly. Watch the time and keep the preparation and sharing brief.

**Guide the Study:** *Scripture Reading.* Genesis 3 can be read easily as a dramatic reading. Enlist the following readers: Narrator, Serpent, Eve, and Adam. Prepare the reading in script form to make reading easier.

Eliminate the “he/she saids” in the passage from the narrator’s parts since the appropriate person will be reading the parts in quotation marks. If possible make the reading assignment early so the readers can rehearse, or enlist four good readers to read the script without rehearsal. Have the entire script read during the first part of the lesson.

**Encourage Application:** *Case Study or Role Play.* Engage the class members in a discussion of the case study provided in the sidebar of the lesson commentary. Read the case study and ask for possible ways to deal with the situation.

Another way of using the case study is to ask two people to role-play a conversation between the inactive Sunday School member and a concerned person from the class. After the role play, ask members to make suggestions to the concerned member on ways to improve the conversation. Then after the suggestions are made, ask the two members to role-play the same situation and incorporate the improvements. Evaluate the conversation, and discuss other ways to help restore members who are going through difficulties due to sin in their lives.